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Commission de l'équité salariale
Québec

# Guide for achieving pay equity in enterprises with 10 to 49 employees

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This document is based on the legislation currently in force. It is designed to explain the Act in accessible, non-technical language and does not constitute a legal interpretation.

## INTRODUCTION

The *Pay Equity Act* applies to enterprises that employ 10 or more employees. In force since November 21, 1997, it aims to redress differences in compensation due to systemic gender discrimination.

Under the Act, the remuneration afforded in your enterprise to people who occupy positions in predominantly female job classes must be equal to that which you pay for work of equal value to people who occupy positions in predominantly male job classes.

By November 21, 20011 at the latest, employers whose enterprise employs 10 to 49 employees must:

- have finished determining the adjustments in compensation needed to achieve pay equity;
- have ensured that the procedure applied for this purpose does not discriminate on the basis of gender.

Employers must start paying, no later than November 21, 2001, the compensation adjustments needed to eliminate the differences in compensation observed, and they may spread the adjustments over a four-year period. However, all payments must be made by November 21, 2005 at the latest.

The present guide is intended for employers like you whose enterprise employs 10 to 49 employees and who are required to achieve pay equity.2

It contains information on your legal obligations and suggestions on how to accomplish pay equity in a manner that is exempt from gender discrimination.

General in scope, this guide contains examples that you may wish to apply in your enterprise, taking its particular situation into account.

For assistance or other tools, please contact the Commission de l'équité salariale.

## AIM OF THE *PAY EQUITY ACT* AND SYSTEMIC DISCRIMINATION

The *Pay Equity Act* aims to redress differences in compensation within enterprises that stem from the systemic gender discrimination suffered by people who occupy positions in predominantly female job classes.

Systemic discrimination is a very subtle phenomenon that can colour the way we do things. It is not the result of deliberate intention but of historical, economic and cultural factors. Owing to such discrimination, the importance of tasks performed by women has sometimes been overlooked in the past in determining remuneration. In certain cases, for example, importance has been attached to the physical strength associated with predominantly male job classes but not to the digital dexterity associated with predominantly female job classes.

The *Pay Equity Act* provides you with an opportunity to take a fresh look at the female jobs in your enterprise with a view to remunerating them according to their true value.

Achieving pay equity means remunerating jobs traditionally held by women at the same rate as those traditionally held by men provided the value of the

jobs concerned within a given enterprise is equal or comparable. The jobs in question may nonetheless be different.

## YOUR OBLIGATIONS UNDER THE *PAY EQUITY ACT*

As an employer whose enterprise employs 10 to 49 employees, you must:

- determine the compensation adjustments needed to achieve pay equity by November 21, 2001 at the latest;
- ensure that the procedure you apply for this purpose is exempt from discrimination based on gender;
- post adjustments in compensation or, where applicable, a notice indicating that no such adjustments are necessary no later than November 21, 2001.

  The posting of compensation adjustments must also include information on the rights and remedies available to employees and must be located in prominent places easily accessible to your staff members.

  Once the posting has been effected, your employees may request additional information or make comments. They may also file a complaint with the Commission de l'équité salariale, in which case you must be able to demonstrate that:

- the remuneration you afford employees who belong to a predominantly female job class is at least equal to that you grant for work of equal value to employees who belong to a predominantly male job class;
- begin paying compensation adjustments no later than November 21, 2001. You may spread the adjustments needed to achieve pay equity over a four-year period, but must finish making all payments by November 21, 2005 at the latest.
- maintain pay equity. The Act stipulates that you have to maintain pay equity within your enterprise once adjustments in compensation have been determined. Certified associations must also ensure that pay equity is maintained when collective agreements are negotiated or renewed.

### Pay equity plan

Under the Pay Equity Act, employers whose enterprise employs 50 or more employees are required to establish a pay equity plan. This is not the case, however, of employers whose enterprise employs 10 to 49 employees.

You may nonetheless decide to implement a pay equity plan. In that case, you must send a notice announcing your decision to the Commission de l'équité salariale and post a copy in a prominent place easily accessible to your employees.

If you choose to establish such a plan, you will be subject to the same obligations as those applicable in this regard to enterprises employing 50 or more employees. To find out what these obligations are, consult the documents prepared for enterprises of that size by the Commission de l'équité salariale.

What are the steps to be followed to achieve the objectives of the Act ?

In this guide, we propose a pay equity procedure that may be applied in enterprises with 10 to 49 employees and that includes the following steps:

1. Determine the size of your enterprise
2. Identify the job classes in your enterprise
3. Compare your predominantly female job classes with your predominantly male job classes
4. Determine the value of differences in compensation
5. Define the terms and conditions of payment of compensation adjustments
6. Post the results
7. Pay compensation adjustments
8. Maintain pay equity

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## 1. Determine the size of your enterprise

You must first determine the size of your enterprise within the meaning of the Pay Equity Act, given that obligations under the Act vary depending on the size of enterprises. Their size is determined by the number of employees they employ during a specific reference period.

The Act stipulates that certain people must be excluded when staff members are counted since they are not considered employees. It also specifies the reference period that must be used to calculate the number of employees and thus determine the size of an enterprise. If, on completing the prescribed calculations, you determine that your enterprise still has 10 to 49 employees, you may continue using this guide.

Certain documents have been placed at your disposal by the Commission de l'équité salariale to help you to determine the size of your enterprise.

## 2. Identify the job classes in your enterprise

You must identify the job classes in your enterprise in order to determine which ones are:

- predominantly female: they will benefit from compensation adjustments, if necessary;
- predominantly male: they will serve as comparators for determining differences in compensation;
- mixed (i.e. which have equitable gender representation): they will not be considered in your pay equity exercise.

Grouping jobs by job classes

In small enterprises, one job will often correspond to a job class.

However, under section 54 of the Pay Equity Act, positions may be grouped under the same job class provided they:

- have similar duties or responsibilities;

and

- require similar qualifications;

and

- afford the same remuneration, that is, the same rate or scale of compensation.

The remuneration in a job class is the highest rate of compensation or the maximum in the compensation scale applicable to the positions within the class. In cases where there is a compensation scale, the maximum in the scale is the normal maximum, or the maximum level usually reached at the end of a normal progression up the scale.

The following example illustrates how jobs are grouped by job class:

Within the same enterprise, two people occupy the position of messenger and one person that of commissioner. Both positions involve the same responsibilities, require the same qualifications and afford the same remuneration. They may thus be grouped under the same job class.

The predominance of job classes

Once you have identified the different job classes in your enterprise, you must determine whether each one is a predominantly female job class or a predominantly male job class.

Section 55 of the Pay Equity Act stipulates that a job class may be considered predominantly female or predominantly male:

- if 60% or more of the positions in that class are held by employees of the same sex;

or

- if the historical incumbency of the job class in the enterprise confirms that it is a predominantly female or predominantly male job class;

or

- if, owing to gender-based occupational stereotypes, the job class is commonly associated with women or men. For example, the following jobs are commonly associated:

- with women: cashier, dental assistant, waitress, librarian, clerk, seamstress, secretary, medical laboratory technician, telephone operator, receptionist, translator, sales clerk;

- with men: ambulance technician, architect, engineer, butcher, bricklayer, stone mason, carpenter, truck driver, heavy vehicle operator, roofer, electrician, security guard, crane operator, labourer;

or

- if there is a significant difference between the rate of representation of women or men in the job class and their rate of representation in the total workforce of the enterprise.

You must examine each job class according to each of these criteria and select the one(s) you deem most appropriate.

Here are four examples:

- In your enterprise, the job class of telephone operator comprises two positions, each of which is occupied by a man. Even though the job class consists entirely of men, it is considered predominantly female because it is commonly associated with women owing to gender-based

occupational stereotypes.

- Two positions of telephone operator are occupied by a man and a woman. Despite the equal rate of representation of men and women in this job class, the latter is considered predominantly female rather than mixed because it is commonly associated with women on account of gender-based occupational stereotypes.
- Two positions of engineer are occupied by women. Even though at first glance this job class seems to be predominantly female, you might conclude, after looking into the history of your enterprise, that it is predominantly male, given that in the past these positions were always occupied by men.
- If women represent 55% of the total workforce in a job class, but account for only 5% of your enterprise's total workforce, the job class might be considered predominantly female on account of the disproportionate rate of representation of women in that class.

Assessing your situation at the end of Step 2

If, after identifying the predominance of your job classes, you note:

- that there are no predominantly female job classes in your enterprise, you have completed the pay equity exercise and must post the results as stipulated in the Pay Equity Act. This posting must specify that no compensation adjustments are required and indicate the rights and remedies available to employees;

- that there are no predominantly male job classes in your enterprise with which your predominantly female job classes may be compared, your pay equity exercise will be suspended until a regulation is adopted by the Commission de l'équité salariale.

Under the Act, the Commission has the power to make a regulation to allow enterprises that have no predominantly male job classes to redress differences in compensation by using job class comparators from other enterprises.

The Act stipulates that in enterprises where there are no predominantly male job classes, adjustments in compensation must be determined within two years of the adoption of the regulation made by the Commission.

## 3. Compare your predominantly female job classes with your predominantly male job classes

Once you have identified the predominantly female and predominantly male job classes in your enterprise, you must compare them in order to determine what compensation adjustments are required.

The importance of knowing the jobs in your enterprise

You will find it easier to compare your job classes and be more likely to avoid discrimination based on gender if you really know and understand all the facets of the different jobs in your enterprise and if the information you have in regard to these jobs is complete and up-to-date. If this is not the case, you will probably want to gather additional information.

Choosing a job class evaluation method

An evaluation method is a tool that can allow you to compare your job classes.

The Act does not specify what method should be used to compare predominantly female job classes with predominantly male job classes in enterprises with 10 to 49 employees.

For pay equity purposes, job class comparisons must take four main factors into account:

- required qualifications
- responsibilities
- effort required
- working conditions

If you do not have very many job classes in your enterprise, you will probably want to use a simple method to compare them, and it is possible to do so.

In Appendix 1 of this guide, the Commission de l'équité salariale provides you with an example of how to develop a simple evaluation method. Study the proposed procedure carefully, taking the particular situation of your enterprise into consideration. You may have to change or adapt the procedure, depending on your needs.

Evaluation of job classes

Choosing an appropriate job class evaluation method does not automatically guarantee that the evaluation procedure will be free of gender discrimination. The way the method is implemented has an equally determining impact in this regard.

You may decide to evaluate all job classes taking one factor into account at a time. This approach makes it possible to apply each factor in a uniform manner and usually ensures greater objectivity.

If several people take part in the evaluation process, it is recommended that each person initially rate each job class individually and indicate their reasons for choosing each of the levels selected.

They can then get together to discuss their individual ratings and share information in order to agree on a single rating. Whenever a rating is changed, it is essential to make a note of what prompted the decision.

A value for each job class may be established by adding the results together.

Before finalizing the ratings, it is common practice to review the results obtained thus far. This involves checking the latter from a global perspective, determining whether ratings are consistent and making a final verification in order to correct, if necessary, any discrepancies observed. Examples of tables that may be used for compiling ratings are presented in Appendix 2.

During the evaluation process, you must bear in mind that you are evaluating job classes and not people. Above all, however, you must remember the aim of the Act. The pay equity exercise is intended to repair discrimination against female jobs. It consists in taking a fresh look at these jobs and identifying their specific requirements and characteristics. You may refer to Appendix 3 for suggestions on what features to look for.

| 4. | Determine the value of differences in compensation |
|---|---|

The results obtained during the job class evaluation will enable you to compare the remuneration for predominantly female job classes with that for predominantly male job classes of equal value in your enterprise.

If the remuneration for predominantly male job classes is higher than that for predominantly female job classes of equal or comparable value, you must valuate the differences in compensation (remuneration) in order to make the required adjustments.

To valuate differences in compensation, you must first calculate the remuneration in the job classes that are to be compared. The method used for this

purpose is explained below.

Calculating the remuneration in a job class

Sections 65 and 66 of the Pay Equity Act specify what is included in the remuneration for a job class. Within the meaning of the Act, it consists of flexible pay, pecuniary benefits and the highest rate of compensation or the maximum in the compensation scale applicable to the positions within the class.

Flexible pay may include:

> Merit and performance pay (premiums, commissions), tips and income from gain-sharing schemes.

Benefits having pecuniary value may include:

> Meal allowances, holidays, sick leave, family-related leave, indemnities, the supply and maintenance of tools and uniforms or other clothing, except where required under the Act respecting occupational health and safety or except where the uniforms or other clothing are a job requirement, payment of professional dues, rest and meal periods, low-interest loans, bonuses, health and disability insurance, retirement plans, reimbursement of tuition fees, parking privileges, vacation, the supply of vehicles, and other benefits of that nature.

If a pecuniary benefit or flexible pay is not available to all job classes, you must calculate the remuneration for the job classes to be compared by adding the value of the benefit or flexible pay to the highest rate of compensation or the maximum in the compensation scale applicable to the positions in the classes concerned.

If benefits having pecuniary value and flexible pay are the same for all job classes, the difference in compensation that must be eliminated is that which exists between the highest rate of compensation or the maximum in the compensation scale applicable to the predominantly female job classes and the highest rate of compensation or the maximum in the compensation scale applicable to the predominantly male job classes.

Authorized differences in compensation

Under the Pay Equity Act, certain situations can justify the existence of differences in compensation between predominantly female job classes and predominantly male job classes of equal value.

For the purpose of valuating differences in compensation (or once such differences have been determined), you may not take into account those based on any of the following factors: seniority, an assignment of fixed duration, the region in which an employee works, a shortage of skilled workers, red circling (following a reclassification, demotion or special arrangement for the handicapped) or non-enjoyment of benefits having pecuniary value by reason of the temporary, casual or seasonal nature of a position.

Calculating differences in compensation between job classes of comparable value

Once you have determined the remuneration to be considered, you must calculate the differences in compensation that must be eliminated between the predominantly female job classes and the predominantly male job classes.

Section 73 of the Act stipulates:

- that you may not, in order to achieve pay equity, reduce the remuneration payable to other employees, including pecuniary benefits and flexible pay.

To calculate differences in compensation between predominantly female job classes and predominantly male job classes, you may use the methods provided in the Pay Equity Act for enterprises with 50 or more employees:

- individual valuation method, commonly known as the "job-to-job method of comparison"

- overall valuation method

Individual valuation method

Valuation on an individual basis consists in calculating the difference between the remuneration for a predominantly female job class and that for one or more predominantly male job classes of equal value. This individual valuation method, or job-to-job method of comparison, can be used in small businesses where there are few job classes.

If, in applying the job-to-job method of comparison, there are two or more predominantly male job classes of equal value but with different remuneration, comparisons are made on the basis of the average remuneration for those job classes.

If for a predominantly female job class there is no predominantly male job class of comparable value that may be compared to it, the difference in compensation is valuated proportionately to the remuneration of the predominantly male job class the value of which is closest to its value.

Overall valuation method

Valuating differences in compensation on an overall basis consists in comparing the remuneration for each predominantly female job class with the earning curve of all predominantly male job classes. This method is best suited to cases where there are a large number of job classes to be compared.

Calculating compensation adjustments

Once you have determined the value of differences in compensation between job classes, you must calculate the compensation adjustments to which each employee in the predominantly female job classes is entitled.

There is more than one way to adjust the rate of compensation of each employee. In fact, the Act allows employers some latitude in this regard.

In job classes where there is a single maximum rate, each person who occupies a position in that class must be granted the same rate and is entitled to the same adjustment.

The situation is different for people who occupy positions in job classes that have a compensation scale. In general, not all of these people have reached the maximum in the scale, which is used to determine the value of differences in compensation. The compensation adjustment granted to those who have reached this maximum should correspond to the difference in compensation calculated. As for the adjustments granted to employees who have not reached this level, it is up to the people responsible for implementing the pay equity procedure to ensure that the adjustments they determine are exempt from discrimination based on gender.

| 5. | Define the terms and conditions of payment of compensation adjustments |
|---|---|

Under the Pay Equity Act, you must begin paying the first compensation adjustments no later than November 21, 2001.

The adjustments may be spread over a maximum four-year period, ending November 21, 2005 at the latest. If the adjustments are spread over time, the instalments must be annual and equal in amount.

In other words, you can decide to fully eliminate the difference in compensation during the first year of this four-year period or to eliminate it gradually through instalments paid over that period.

For example, you have noted a $1.00-per-hour difference in compensation between a predominantly female job class (rate before pay equity: $10.00) and a predominantly male job class of comparable value (rate before pay equity: $11.00). You may use several different methods of payment to eliminate the $1.00-difference in compensation.

Here are some examples of how compensation adjustments may be paid, with or without instalments.

| Method of payment | Nov. 21, 2001 | Nov. 21, 2002 | Nov. 21, 2003 | Nov. 21, 2004 | Nov. 21, 2005 |
|---|---|---|---|---|---|
| Without instalments | $11.00 | | | | |
| Spread over 1 year | $10.50 | $11.00 | | | |
| Spread over 2 years | $10.33 | $10.66 | $11.00 | | |
| Spread over 3 years | $10.25 | $10.50 | $10.75 | $11.00 | |
| Spread over 4 years | $10.20 | $10.40 | $10.60 | $10.80 | $11.00 |

## 6. Post the results

You are required to post the results of your pay equity exercise.

If you have determined that you have to pay adjustments in compensation, you must:

- post the required adjustments;
- indicate the remedies available to employees and the period within which they may be exercised.

If you have determined that no compensation adjustments are required, you must:

- post a notice to that effect;
- indicate the remedies available to employees and the period within which they may be exercised.

The posting informs employees about the pay equity procedure applied in your enterprise and provides them with an opportunity to ask you for additional information, make observations and, in some cases, exercise remedies through the Commission de l'équité salariale.

The results of your pay equity exercise must be posted in prominent places easily accessible to employees and be left up long enough to give staff members time to consult them and express their opinion.

You must indicate on the posting that any employee may request additional information or make observations in writing within 60 days of the date of posting.

If employees exercise their rights within this time limit, you, as an employer, have 30 days to consider their observations, make amendments, if

necessary, and effect a new posting. The latter must indicate any amendments made or specify that no amendments are needed.

The new posting must also include information on the right of employees to file a complaint with the Commission de l'équité salariale starting November 21, 2001 if they are of the opinion that you have not determined the required adjustments in compensation.

Upon receiving a complaint, the Commission de l'équité salariale investigates the matter to gather pertinent information that will enable it to determine if the complaint is valid.

The Commission carries out non-adversary investigations and encourages settlement between the parties. If no settlement is reached, it determines what measures shall be taken to achieve pay equity in conformity with the provisions of the Act.

## 7. Pay compensation adjustments

You must begin paying compensation adjustments no later than November 21, 2001 according to the terms and conditions you have set.

If you do not pay the adjustments within the time limit and in accordance with the terms and conditions stipulated in the Act, they will bear interest at the rate in effect when they were payable.

However, the Act provides that the instalment period may be extended by a maximum of three years beyond November 21, 2005 with the authorization of the Commission de l'équité salariale if your enterprise's financial situation does not allow you to pay the adjustments provided for.

## 8. Maintain pay equity

The Pay Equity Act requires that all enterprises maintain pay equity when they create new positions or change existing ones, despite any changes that an enterprise may undergo.

Maintenance of pay equity must also be guaranteed when collective agreements are negotiated or renewed.

Appendix 1

Simple evaluation method

An evaluation method is a tool that will enable you to systematically determine the value of the predominantly female job classes and the predominantly male job classes in your enterprise.

This appendix contains information that will help you to develop or adapt a simple point factor evaluation method that you can use in your pay equity procedure.

The following steps are involved in developing or adapting an evaluation method:

- Choose factors

- Define factors
- Decide how many levels will be included in each factor and define each level, if necessary
- Weight factors and levels

Choose factors

The evaluation method used for pay equity purposes usually takes four main factors into account:

- required qualifications
- responsibilities
- effort required
- working conditions

Define factors

You must first define each of the four factors based on the characteristics of the job classes in your enterprise and the values and distinctive traits of your organization.

It is up to you to define the factors, bearing in mind that a variety of definitions may be used for this purpose. You must consider all the important features of a job and take care not to measure the same feature more than once since this will distort the results.

Appendix 3 presents the different features that may be included in the definition of each of the four main factors and lists characteristics of female jobs that are often overlooked.

Sample definitions of the four factors are presented below. You may decide to define them differently or to focus more attention on certain features so as to ensure the factors reflect the specific characteristics of your organization.

For example, you may decide to use only training and experience to measure the "required qualifications" factor and to leave responsibility for other people's health out of the "responsibilities" factor since this feature does not reflect the reality of your enterprise. You may also decide to measure interpersonal skills under the "required qualifications" factor and dexterity and coordination under "effort required".

Sample definitions of factors:

Required qualifications

This factor measures the level of knowledge and expertise that must be acquired to perform routine tasks. It measures necessary training, minimum previous experience, the training or adaptation period required to satisfactorily perform a given job and the muscular coordination and dexterity needed to carry out certain tasks.

or

This factor measures the level of knowledge and expertise that must be acquired to perform routine tasks. It measures necessary training, minimum previous experience, interpersonal skills and the training or adaptation period required to satisfactorily perform a given job.

Responsibilities

This factor measures the level of responsibility assumed in performing routine tasks. It measures the level of responsibility related to the consequences of decisions and actions, to the oral and written communications needed to do a given job, to the precautions and degree of care required to prevent injury and harm to oneself and others and to the level of supervision and management of others' work.

Effort required

To reflect what often occurs in practice, we have divided the "effort required" factor into its two main components, namely, mental effort and physical effort.

Mental effort required

This factor measures the level of mental effort required to perform routine tasks. It measures the level of effort needed to sustain concentration and sensory attention, carry out various tasks (depending on their complexity), initiate projects and exercise the judgment required to do a given job. It also measures the effort needed to exercise self-control and thus prevent emotional reactions from interfering with the satisfactory performance of tasks.

Physical effort required

This factor measures the level of physical effort needed to perform routine tasks. It measures the level of effort required by the movements made and positions taken in doing a given job by taking the frequency and duration of the effort into account.

or

This factor measures the level of physical effort needed to perform routine tasks. It measures the level of effort required by the movements made and positions taken in doing a given job by taking the frequency and duration of the effort into account. It also measures muscular coordination and dexterity by considering the precision and speed required to do the job concerned.

Working conditions

This factor measures the level of physical or psychological inconvenience associated with a working environment by considering the nature, duration and frequency of the inconvenience(s) concerned.

Decide how many levels will be included in each factor

You must now decide how many levels each factor will have.

These levels represent perceptible differences between the various job classes in your enterprise. There must be enough of them to reflect all the subtle distinctions that may be made but not so many that distinctions are hard to perceive. Such levels allow you to properly evaluate job classes that are quite different with regard to a particular factor.

Each factor does not have to have the same number of levels. Similarly, it is not necessary that each factor include six or seven levels, which is generally the maximum number that may be established.

Once you have defined the various factors and levels, you might obtain a method that looks something like this:

| | **Levels** | | | | | | |
|---|---|---|---|---|---|---|---|
| **Factors** | | | | | | | |
| Required qualifications | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Responsibilities | 1 | 2 | 3 | 4 | 5 | 6 | |
| Mental effort required | 1 | 2 | 3 | 4 | 5 | 6 | |
| Physical effort required | 1 | 2 | 3 | 4 | 5 | | |
| Working conditions | 1 | 2 | 3 | 4 | 5 | | |

You may now evaluate your job classes by noting and compiling your results on the tables provided in Appendix 2.

Weight factors and levels

Weight factors

You must assign a weight to each factor in order to represent the value or importance you attach to it. Weights generally vary from one factor to another and reflect, without discrimination based on gender, the values and mission of your enterprise.

For example, one enterprise may decide to assign more weight to responsibilities, while another will emphasize effort.

For pay equity purposes, the weight assigned to each of the four main factors generally falls within the following ranges:

| | |
|---|---|
| Required qualifications | 20 to 35% |
| Responsibilities | 25 to 30% |
| Effort required | 20 to 40% |
| Working conditions | 5 to 15% |

It does not really matter how many points you allocate to your job evaluation method. However, you must be careful about how you distribute these points among the various factors and levels since this may affect your method's neutrality.

To determine the number of points that should be allocated to each factor, you must multiply the total number of points for the factors as a whole by the weight, expressed as a percent, that you have assigned to each factor.

For example, if you allocate a total of 1 000 points to your method and assign a weight of 35% to the "required qualifications" factor, this factor will account for a maximum of 350 points out of 1 000.

Weight the levels

An arithmetic or geometric progression is usually used to determine the number of points that should be allocated to each of the different levels associated with each factor. These two types of progression make it possible to establish differences between levels in a consistent, rigorous fashion.

| Level | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Arithmetic progression | 25 | 50 | 75 | 100 | 125 |
| or | | | | | |
| Geometric progression | 10 | 20 | 40 | 80 | 160 |

You may decide to use either type of progression, but, in general, evaluation methods employ arithmetic progressions. This type of progression has been used in the following examples.

It is up to the people who do the evaluation to decide whether the progression accurately reflects the differences between the requirements associated with each level.

Examples of weighting:

First example

You have chosen an evaluation method involving five factors with different numbers of levels and have assigned the following percentages to each factor:

Required qualifications: 35%

Responsibilities: 30%

Effort required: 29% (24% for mental effort and 5% for physical effort)

Working conditions: 6%

You have decided to weight the factors and levels using an arithmetic progression, such as the following:

| **Levels** | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Factors** | | | | | | | | | |
| | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **total** | **%** |
| Required qualifications | 50 | 100 | 150 | 200 | 250 | 300 | 350 | 350 | 35% |
| Responsibilities | 50 | 100 | 150 | 200 | 250 | 300 | | 300 | 30% |
| Mental effort required | 40 | 80 | 120 | 160 | 200 | 240 | | 240 | 24% |
| Physical effort required | 10 | 20 | 30 | 40 | 50 | | | 50 | 5% |
| Working conditions | 10 | 20 | 30 | 40 | 50 | 60 | | 60 | 6% |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |
| | | | | | | | | 1 000 | 100% |

Second example

You might also decide to use the same five factors and assign the same number of levels to each one. In addition, you might weight the factors in a way that better reflects the values of your enterprise. For example, you might attach less importance to qualifications and place more emphasis on such factors as effort and working conditions, taking care not to discriminate against predominantly female jobs.

Required qualifications: 25%

Responsibilities: 28%

Effort required: 35% (25% for mental effort and 10% for physical effort)

Working conditions: 12%

Your factors might then be weighted as follows:

| **Levels** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Factors** | | | | | | | |
| | **1** | **2** | **3** | **4** | **5** | **total** | **%** |
| Required qualifications | 50 | 100 | 150 | 200 | 250 | 250 | 25% |
| Responsibilities | 56 | 112 | 168 | 224 | 280 | 280 | 28% |
| Mental effort required | 50 | 100 | 150 | 200 | 250 | 250 | 25% |
| Physical effort required | 20 | 40 | 60 | 80 | 100 | 100 | 10% |
| Working conditions | 24 | 48 | 72 | 96 | 120 | 120 | 12% |
| | | | | | | | |
| | | | | | | 1 000 | 100% |

Weighting plays a very important role in a job evaluation exercise. As demonstrated by the following example, the weighting models presented above produce different evaluation results for job class Y.

Title of job class: Class Y Predominance: F

| Factor | Level | Results of weighting model 1 | Results of weighting mo 2 |
|---|---|---|---|
| Required qualifications | 3 | 150 | 150 |
| Responsibilities | 3 | 150 | 168 |
| Mental effort required | 3 | 120 | 150 |
| Physical effort required | 2 | 20 | 40 |
| Working conditions | 2 | 20 | 48 |
| **Total** | | **440** | **556** |

You may decide to weight factors and levels before or after you have evaluated your job classes.

Regardless of what you decide with respect to the various factors and their weighting, you must always bear in mind the aim of the Pay Equity Act and ensure that you take the characteristics and requirements of female jobs into account when you develop and use your evaluation method.

For this purpose, you may refer to Appendix 3.

Limits of the job evaluation process

- No matter how rigorous an evaluation method is, its results will be somewhat approximate. Therefore, jobs whose evaluation results are very similar are usually considered to be of equal or comparable value. In practice, job classes are of comparable value when their evaluation results fall within the same point range. For example, job classes that obtain between 460 and 464 points might be deemed of equal or comparable value.

- However, caution must be exercised in establishing point ranges to ensure the latter do not discriminate against predominantly female job classes.

Appendix 2

Examples of tables that may be used to compile ratings during the evaluation process

Example 1: Table for compiling ratings by factor

Factor:_____

| Title of job class | Level | Reasons for your choice |
|---|---|---|
| | | |
| | | |
| | | |

Example 2: Table for compiling ratings by job class title

Title of job class:_____Predominance: F M

| Factors | Level | Reasons for your choice |
|---|---|---|
| Required qualifications | | |
| Responsibilities | | |
| Mental effort required | | |
| Physical effort required | | |
| Working conditions | | |

Example 3: Summary table

FACTORS

| JOB CLASSES | REQUIRED QUALIFICATIONS | RESPONSIBILITIES | MENTAL EFFORT REQUIRED | PHYSICAL EFFORT REQUIRED | WORKING CONDITIONS | COMMENTS |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |
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Appendix 3

Examples of job features related to the four main factors considered for pay equity purposes and of female characteristics that are often overlooked.

To provide you with a better understanding of each main factor, we have prepared, for your guidance, a non-exhaustive list of job features usually associated with these factors.

To prevent wage discrimination, you must make sure you avoid the most common pitfall, namely, that of overlooking certain characteristics of job features because they are associated with female jobs. Omissions of this type are at the root of such discrimination.

The following list presents job features that should be taken into account for each of the four main factors and emphasizes characteristics that are often overlooked on account of their association with female jobs.

| **JOB FEATURES RELATED TO THE FOUR MAIN FACTORS** | **FEMALE CHARACTERISTICS OF THESE FEATURES THAT AR OFTEN OVERLOOKED** |
|---|---|
| Required qualifications | |
| ▪ Education<br>▪ Work experience<br>▪ Knowledge of the language(s) of work<br>▪ Ability to work on a team<br>▪ Initiative | |
| ▪ Knowledge of machinery, tools and materials | Operating and maintaining various devices: photocopiers, computers, manufacturing equipment, packaging equipment, etc. |
| ▪ Knowledge of software | Formatting documents, doing graphic design, using databases and computerized forms. |
| ▪ Knowledge of computer languages | |

| | |
|---|---|
| ▪ Writing skills | Writing, rereading, revising and correcting texts. |
| ▪ Learning time | |
| ▪ Interpersonal skills | Working with children or adults in difficulty or with aggressive or impatient people. |
| ▪ Creativity | |
| ▪ Manual dexterity and coordination | Performing tasks requiring fine motor skills or eye and hand coordination, entering data into computers, using a keyboard, ensuring rapid execution of tasks, giving injections with syringes, designing posters, using sewing machines or cash registers, etc. |
| ▪ Files management | Implementing and maintaining classification systems: follow-up, management and elimination of documents within an organization, etc. |
| Responsibilities | |
| ▪ With regard to results and resources (on three levels):<br>▪ Equipment<br>▪ Financial and budgetary matters<br>▪ Work of others<br>▪ | Assuming responsibility for computers, photocopiers and other pieces of office equipment.<br>Protecting confidential information, sensitive data, etc. |
| ▪ With regard to information | |
| ▪ Product quality | Providing customer services. |
| ▪ Staff supervision | |

| | |
|---|---|
| ■ Staff coordination, allocation and training | |
| ■ Standards, policies and methods | |
| ■ Communications | Carrying out in-house communications and communications with people at all hierarchical levels, both inside and outside an organization. |
| ■ Health and safety of others | Caring for the sick, ensuring the cleanliness and safety of premises, etc. |
| ■ Autonomy and judgment | |
| ■ Staff assistance and support | Coordinating agendas, making reservations, taking charge of emergencies in the absence of authorities, looking after meeting and conference logistics, welcoming and integrating new employees, including managerial personnel, etc. |
| Effort required | |
| ■ Physical effort | Dealing with elements that cause fatigue, such as lack of movement, uncomfortable working positions (standing or sitting in the same position), repeated use of a limited number of muscles, and fine, rapid digital dexterity.<br><br>Handling or moving light objects on a regular basis and transporting or moving people. |
| ■ Mental effort | |
| ■ Concentration and sensory attention | Maintaining a sufficient level of concentration to rapidly alternate between several different tasks (e.g. looking at a computer screen, consulting documents, answering the telephone, responding to customers or clients on the premises, etc.) and focusing sustained attention on a document or other object for long periods. |
| ■ Judgment | |

| | |
|---|---|
| ▪ Analysis and effort required by tasks, depending on their complexity | |
| ▪ Effort related to creativity | |
| ▪ Psychological effort | Exercising self-control in difficult interpersonal relations, in helping relationships, etc. |
| Working conditions | |
| ▪ Physical environment | Dealing with noise while working in open plan offices, with the presence of blood, vomit and other substances encountered in working with sick people, and with the presence of cleaning products. |
| ▪ Psychological environment | Working in an environment where children, the dying, the mentally disabled, hostile or violent individuals or other difficult client groups are present. |
| ▪ Pace of work | Coping with stress caused by multiple and often unpredictable tasks, short deadlines and peak work load periods. |
| ▪ Frequent travelling | |
| ▪ Irregular and unpredictable working hours | |

HOW TO CONTACT THE COMMISSION DE L'ÉQUITÉ SALARIALE

For more information, you may refer to the other documents put out by the Commission de l'équité salariale, all of which are available at the Commission as well as on the Internet.

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